



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Winslow Elementary School

SAU: Winslow Schools

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2010-2011 NCLB Report Card



School: Winslow Elementary School
SAU: Winslow Schools
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	99	98	99	58	58	65	1	57	35	7	98	0
	2009-2010	95	94	99	67	67	73	7	60	22	11	94	0
Female	2008-2009	41	40	98	75	75	70	3	73	25	0		
	2009-2010	50	49	98	73	73	76	10	63	18	8		
Male	2008-2009	58	58	100	47	47	60	0	47	41	12		
	2009-2010	45	45	100	60	60	69	4	56	27	13		
Caucasian/White	2008-2009	96	95	99	58	58	66	1	57	35	7		
	2009-2010	94	93	99	67	67	74	8	59	23	11		
African American/Black	2008-2009	0	0				42						
	2009-2010	0	0				46						
Hispanic	2008-2009	3	3	100			51						
	2009-2010	1	1	100			58						
Asian or Pacific Islander	2008-2009	0	0				66						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	38	38	100	34	34	53	0	34	53	13		
	2009-2010	43	42	98	55	55	62	2	52	26	19		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	17	17	100	18	18	36	0	18	53	29		
	2009-2010	19	18	95	17	17	38	0	17	44	39		
Limited English Proficient	2008-2009	4	4	100			40						
	2009-2010	1	1	100			45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

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School: Winslow Elementary School
SAU: Winslow Schools
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	95	94	99	68	68	71	0	68	26	6	94	0
	2009-2010	101	101	100	69	69	67	14	55	21	10	101	0
Female	2008-2009	46	46	100	72	72	75	0	72	20	9		
	2009-2010	43	43	100	79	79	71	23	56	21	0		
Male	2008-2009	49	48	98	65	65	67	0	65	31	4		
	2009-2010	58	58	100	62	62	63	7	55	21	17		
Caucasian/White	2008-2009	90	89	99	70	70	71	0	70	24	7		
	2009-2010	98	98	100	69	69	68	13	56	20	10		
African American/Black	2008-2009	2	2	100			53						
	2009-2010	0	0				43						
Hispanic	2008-2009	2	2	100			66						
	2009-2010	3	3	100			59						
Asian or Pacific Islander	2008-2009	1	1	100			71						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	0	0				60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009	33	33	100	48	48	60	0	48	39	12		
	2009-2010	42	42	100	60	60	56	12	48	29	12		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	14	14	100	29	29	43	0	29	36	36		
	2009-2010	16	16	100	19	19	34	0	19	31	50		
Limited English Proficient	2008-2009	3	3	100			47						
	2009-2010	3	3	100			46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: Winslow Elementary School
SAU: Winslow Schools
Grade: 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	97	97	100	72	71	67	4	68	25	3	97	0
	2009-2010	94	94	100	76	76	72	4	71	16	9	94	0
Female	2008-2009	43	43	100	74	74	70	2	72	26	0		
	2009-2010	48	48	100	77	77	78	0	77	19	4		
Male	2008-2009	54	54	100	70	69	64	6	65	24	6		
	2009-2010	46	46	100	74	74	67	9	65	13	13		
Caucasian/White	2008-2009	96	96	100	72	72	67	4	68	25	3		
	2009-2010	88	88	100	78	78	73	5	74	15	7		
African American/Black	2008-2009	0	0				46						
	2009-2010	4	4	100			57						
Hispanic	2008-2009	1	1	100			56						
	2009-2010	1	1	100			70						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	1	1	100			73						
American Indian or Native Alaskan	2008-2009	0	0				48						
	2009-2010	0	0				62						
Economically Disadvantaged	2008-2009	34	34	100	53	51	53	0	53	41	6		
	2009-2010	32	32	100	66	66	62	3	63	25	9		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	8	8	100	25	22	31	0	25	50	25		
	2009-2010	12	12	100	25	25	36	0	25	17	58		
Limited English Proficient	2008-2009	1	1	100			39						
	2009-2010	2	2	100			49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: Winslow Elementary School
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Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	99	98	99	65	65	70	15	50	27	8	98	0
	2009-2010	95	94	99	59	59	62	7	51	18	23	94	0
Female	2008-2009	41	40	98	65	65	68	18	48	25	10		
	2009-2010	50	49	98	63	63	61	8	55	12	24		
Male	2008-2009	58	58	100	66	66	71	14	52	28	7		
	2009-2010	45	45	100	53	53	63	7	47	24	22		
Caucasian/White	2008-2009	96	95	99	66	66	71	16	51	25	8		
	2009-2010	94	93	99	58	58	63	6	52	18	24		
African American/Black	2008-2009	0	0				45						
	2009-2010	0	0				31						
Hispanic	2008-2009	3	3	100			50						
	2009-2010	1	1	100			52						
Asian or Pacific Islander	2008-2009	0	0				70						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	38	38	100	37	37	58	3	34	42	21		
	2009-2010	43	42	98	43	43	50	7	36	21	36		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	17	17	100	18	18	46	0	18	59	24		
	2009-2010	19	18	95	17	17	33	0	17	17	67		
Limited English Proficient	2008-2009	4	4	100			46						
	2009-2010	1	1	100			35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	95	94	99	55	55	66	7	48	29	16	94	0
	2009-2010	101	101	100	60	60	62	12	49	23	17	101	0
Female	2008-2009	46	46	100	52	52	66	4	48	33	15		
	2009-2010	43	43	100	60	60	62	12	49	23	16		
Male	2008-2009	49	48	98	58	58	67	10	48	25	17		
	2009-2010	58	58	100	60	60	63	12	48	22	17		
Caucasian/White	2008-2009	90	89	99	56	56	67	8	48	28	16		
	2009-2010	98	98	100	60	60	63	12	48	23	16		
African American/Black	2008-2009	2	2	100			46						
	2009-2010	0	0				36						
Hispanic	2008-2009	2	2	100			61						
	2009-2010	3	3	100			45						
Asian or Pacific Islander	2008-2009	1	1	100			68						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	0	0				59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009	33	33	100	36	36	54	3	33	30	33		
	2009-2010	42	42	100	45	45	50	10	36	24	31		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	14	14	100	36	36	41	0	36	7	57		
	2009-2010	16	16	100	19	19	36	0	19	25	56		
Limited English Proficient	2008-2009	3	3	100			43						
	2009-2010	3	3	100			38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Grade: 05



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	97	97	100	68	67	66	15	53	25	7	97	0
	2009-2010	94	94	100	60	60	64	9	51	20	20	94	0
Female	2008-2009	43	43	100	67	67	65	5	63	28	5		
	2009-2010	48	48	100	58	58	64	2	56	29	13		
Male	2008-2009	54	54	100	69	67	66	24	44	22	9		
	2009-2010	46	46	100	61	61	64	15	46	11	28		
Caucasian/White	2008-2009	96	96	100	69	69	67	16	53	24	7		
	2009-2010	88	88	100	61	61	65	9	52	22	17		
African American/Black	2008-2009	0	0				43						
	2009-2010	4	4	100			37						
Hispanic	2008-2009	1	1	100			52						
	2009-2010	1	1	100			55						
Asian or Pacific Islander	2008-2009	0	0				69						
	2009-2010	1	1	100			67						
American Indian or Native Alaskan	2008-2009	0	0				46						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	34	34	100	56	54	53	6	50	35	9		
	2009-2010	32	32	100	41	41	51	9	31	25	34		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	8	8	100	25	22	38	13	13	38	38		
	2009-2010	12	12	100	33	33	34	0	33	8	58		
Limited English Proficient	2008-2009	1	1	100			40						
	2009-2010	2	2	100			38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School:	Winslow Elementary School
SAU:	Winslow Schools
Grade:	3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	100 100	99 99	70	70 60	71 69	100	100 100	99 99	59	60 53	63 61	96	96	95
Caucasian/White	100	100 100	99 99	70	71 60	71 69	100	100 100	99 99	60	61 53	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	99	99 100	99 99	56	57 49	60 56	99	99 100	99 99	43	42 46	50 47			
Students with Disabilities	98	98 *	97 98	19	20 16	36 28	98	98 *	97 98	23	24 19	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	25	6	10	0	4	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>